



PSHE & Citizenship Policy

Personal, Social and Health Education

Remember your manners
Encourage everybody
Share with each other
Play sensibly and fairly
Everyone is equal
Care for each other and our school
Trust one another and be truthful

Stour Federation Partnership

1. RATIONALE

- 1.1 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.
- 1.2 In The Stour Federation Partnership we believe that PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it plays a central part in the life of our school and should be at the heart of whole school development.

2. AIMS

- 2.1 In The Stour Federation Partnership we aim for our pupils through our PSHE and Citizenship lessons to:
- Develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
 - Take part in a wide range of activities and experiences across the curriculum and contribute fully to the life of the school and community.
 - Reflect on their own experiences and how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
 - Find out about the main political and social institutions that affect their lives and learn more about their responsibilities, rights and duties as individuals and members of communities; exploring British values and reflect on what it means to live in Britain today.
 - Gain an understanding of the Equality Act 2010 and what it means for them. Develop a respect and celebration of each others' race, religion, gender, gender identity (including transgender identity), age, disability and sexual orientation.
 - Learn to understand, respect, appreciate and celebrate diversity and difference in order to live in and contribute to a vibrant and cohesive British culture, therefore becoming resilient to potential radicalisation.
 - Develop an understanding of global issues including sustainability and ecological awareness in order to learn about how their actions can affect the wider world.

3. CURRICULUM

- 3.1 Our key themes for PSHE are:
1. Health and well-being.
 2. Relationships.
 3. Living in the wider world.
- 3.2 PSHE is delivered through National Curriculum subjects including:
- Science.
 - English (Emotional Literacy).

- RE.
- Geography (Sustainability).
- Maths (Financial Capability, My Money Week).
- Computing (Online Safety).

3.3 PSHE is also delivered through specific schemes:

- Protective Behaviours.
- No Outsiders (teaching the Equality Act).
- Relationships and Sex Education (Spring Fever).
- Values Education

4. PROTECTIVE BEHAVIOURS

4.1 There are two themes for the Protective Behaviours process:

- We all have the right to feel safe all the time.
- We can talk with someone about anything, even if it feels awful or small.

4.2 The Protective Behaviours process used by the programme enables individuals to recognise what feeling safe means to them and then to identify their own signs of feeling unsafe. It highlights the link between rights and responsibilities and the need to take responsibility for our own feelings and behaviour. The process encourages individuals to have fun and adventures (if desired), whilst observing others' rights at the same time. Strategies for safe action and choices are explored along with identification of a network of adults who can help. Using the network and checking that it works are also covered, as is the importance of persistence.

4.3 The Scheme advocates that, in addition to improving personal safety from deliberate harm, wider benefits for children include valuable life skills around life choices in future; enhanced self-confidence and self-esteem; promotion of individual problem-solving / solution-finding; encouragement to take responsibility for own behaviour, and thoughts and feelings; encouragement to take risk in a safe and controlled way - thus supporting personal development.

5. NO OUTSIDERS

5.1 We must deliver a curriculum that enables children to understand the benefits that exist in a society where diversity and difference are celebrated. Furthermore we need our children to want to be part of that society, and we have to sell it to them; that desire may not come naturally by itself.

5.2 The 'No Outsiders' scheme develops pupils' understanding of how the Equality Act relates to and affects them, through the use of picture books. Children are taught to recognise and celebrate diversity and difference in their own communities and in the wider society, including those with different beliefs, sexuality, gender or culture.

6. RELATIONSHIPS AND SEX EDUCATION

6.1 Relationships and Sex Education is taught using the 'Spring Fever' programme recommended by Warwickshire's Respect Yourself campaign, and this forms the

structure and ideas for individual lessons for children's learning from years R to 6. As with all other learning, teachers will teach children in line with the next most appropriate stage in their development and in the style that they know is most conducive.

- 6.2 There is a separate Relationships and Sex Education policy for each school in the Stour Federation Partnership.

7. VALUES EDUCATION

- 7.1 Each half-term each school focuses on a particular value, which is promoted across the curriculum and in assemblies.
- 7.3 The Values Education approach is simple but powerful. It comprises discussion about concepts, such as 'peace', 'honesty', 'tolerance' and 'responsibility', through assemblies and lessons, becoming a part of every day life.
- 7.3 Values tickets are awarded by adults to children displaying the British Values we promote in addition to hard work. These tickets are placed by the child in a special box and there are draws to win prizes each half-term.

8. ONLINE SAFETY

- 8.1 Safeguarding our children online is an increasingly complex process. The use of technology brings exciting new opportunities but schools and parents need to teach children effective strategies to keep safe.
- 8.2 Online Safety lessons take place within curriculum Computing lessons, during Online Safety Week, through assemblies and extra-curricular activities. These learning opportunities encourage all children to become positive digital citizens by teaching them safe and appropriate online behaviour.

9. EQUALITY OF OPPORTUNITY

- 9.1 In the Stour Federation Partnership we consider that all children should have equal access to the PSHE/Citizenship curriculum. We therefore take into account the race, culture, social background, gender and disability of all of our pupils.